



2003-2004
ARIZONA SCHOOL IMPROVEMENT PLAN
SECTION C

SCHOOL NAME:	
CTDS #:	COUNTY:
SCHOOL DISTRICT/LEA:	
SCHOOL ADDRESS:	
CITY:	ZIP:

PRINCIPAL:	TELEPHONE:
E-MAIL:	FAX:

IMPROVEMENT PLAN CONTACT PERSON:	
TITLE:	TELEPHONE:
E-MAIL:	FAX:

Table of Contents

	<u>Page</u>
1. Nature of the Planned Reform	1
2. School Improvement Plan Support	2
3. Measurable Objectives	3
4. Professional Development	5
5. Teacher Mentor Program	6
6. External Technical Assistance Providers	7
7. Parent, Family, and Community Involvement	9
8. Allocation/Reallocation of Resources	10
9. <i>No Child Left Behind</i> Components	11
10. Comprehensive School Reform Components	12

1. Nature of the Planned Reform

- 1a. Vision for Reform:
- 1b. How does the planned reform (i.e., goals, strategies) include the following elements?
- Instruction
 - Assessment
 - Classroom Management
 - Professional Development
 - School Management
 - Parental Involvement
 - Technology
 - Curriculum Alignment
- 1c. List any proposed policies and practices concerning instruction in reading, writing, and mathematics that have the greatest likelihood of ensuring that all groups of students (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency) will meet the state standards on the AIMS test by 2012-2013.
- 1d. How does this plan incorporate activities before school, after school, during the summer, and/or during any extension of the school year?

2. School Improvement Plan Support

- 2a. Describe the steps taken to ensure that school faculty, administrators, staff, and parents support the School Improvement Plan.
- 2b. Describe how parents were informed about and provided opportunities for choice. Explain how parents were notified about improvement status at the school. Specify how parents were notified that they had the option to transfer their child/children to another public school within the boundaries of the LEA that is not identified for improvement, if applicable.
- 2c. Describe the process in which the School Improvement Team engaged to research areas of school reform.
- List programs, models, and strategies the School Improvement Team considered.
 - Identify which program(s), model(s), and strategies the team selected including a summary of the research that supports their selection.
 - Attach, as Appendix I, a list of schools with similar demographics as the school in which the program(s), model(s), and strategies have been implemented. Include demographic information.

3. Measurable Objectives Disaggregated by Race/Ethnicity

Goal _____

Arizona Academic Standard: _____

Measurable Outcome Objectives/Benchmarks:

YEAR 1:

Asian/Pacific Islander	
Black	
Hispanic	
Native American	
White	
Other	

YEAR 2:

Asian/Pacific Islander	
Black	
Hispanic	
Native American	
White	
Other	

3. Measurable Objectives Disaggregated by Special Populations

Goal _____

Arizona Academic Standard: _____

Measurable Outcome Objectives/Benchmarks:

YEAR 1:

Free & Reduced Lunch	
IDEA/Special Education	
English Learners	
Migrant	
Homeless	
Male	
Female	

YEAR 2:

Free & Reduced Lunch	
IDEA/Special Education	
English Learners	
Migrant	
Homeless	
Male	
Female	

4. Professional Development

- 4a. List the total amount of Title I Part A funds allocated to the school and the amount set aside for high quality professional development.

Total Title I-A allocation: \$ _____

Amount set aside for professional development: \$ _____

- 4b. Describe how these professional development funds will be used to remove the school from school improvement status.

5. Teacher Mentor Program

- 5a. What are the criteria for selecting mentors?
- 5b. What are the criteria for participation in the teacher mentor program?
- 5c. What are the criteria for exiting a participant from the program?
- 5d. How frequently will mentoring activities occur?
- 5e. Who will be involved in providing ongoing direction for the mentoring program?
 - District administrators and school board members?
 - Teacher association leaders?
 - Parents?
 - University faculty?
 - Retired teachers?
 - Others?
- 5f. How will mentors be assessed?
- 5g. What evidence will be used to evaluate and document the effectiveness of the program?
 - Student achievement data?
 - Indicators of mentor/participant satisfaction?
 - Teacher retention data?
 - Decreased need for teacher remediation?
 - Cost-benefit data?
 - Anecdotal evidence?
 - Other indicators?
- 5h. How will the teacher mentor program impact staff in meeting school improvement goals?

6. External Technical Assistance Providers

(Part II must be completed for each external TA provider listed)

Part I

YEAR 1:

Provider	Activities	Timelines	
		Begin	End

YEAR 2:

Provider	Activities	Timelines	
		Begin	End

Duplicate page as needed.

6. External Technical Assistance Providers

Part II

Please answer the following questions for each external support provider listed in Part I of this section. Consult providers for additional information, as necessary, to complete this form. ***Complete a new sheet for each external technical assistance provider.*** It is not required to complete this for any non-contracted External TA providers (e.g. LEA, State Agencies).

Provider: _____

- 6a. Briefly describe the nature of the research base that guides services provided by the external technical assistance provider.
- 6b. How will the external technical assistance provider help the school raise student achievement?
- 6c. How will the external technical assistance provider help the school achieve its goals as planned here?
- 6d. Briefly describe the nature of the services provided by the external technical assistance provider.
- 6e. Please describe the external technical assistance provider's experience/expertise to deliver services to the school.
- 6f. Please describe the financial viability of the external technical assistance provider.

Duplicate page as needed.

7. Parent, Family, and Community Involvement

Provide your written Parent, Family, and Community Involvement Policy, including the Parent Compact (PL 103-382, Section 1118). Attach these documents as Appendix II.

Provide the written notice that was sent to parents notifying them of the school's improvement status and the option for Public School Choice. Attach these documents at Appendix III.

7a. Describe how you are currently providing and will provide meaningful involvement of parents, families and your local community in developing and implementing your School Improvement activities.

7b. Describe how you will sustain involvement of parents and community on a continual and consistent basis.

8. Allocation and Reallocation of Resources

- 8a. Describe how you will coordinate, allocate and reallocate available resources such as funding (e.g., federal, state, local, private), personnel, time, equipment, etc. to sustain, continue and support your School Improvement effort.
- 8b. Complete the table below specifying each resource.
(Required Fiscal Resources to specify include Title I, IIA, VA, M & O, and Prop 301)

Activities in Action Plan	Non-Fiscal Resources	Fiscal Resources	Dollar Amount	Comments

9. NCLB Components

No Child Left Behind Component	Where to find it in the SIP (Section C)
The plan shall cover a two-year period, and	3. Measurable Objectives [Section B, Action Plan]
(i) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes the Eleven Components of Comprehensive School Reform;	2. School Improvement Plan Support
(ii) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment not later than 12 years after the end of the 2001-2002 school year;	1. Nature of the Planned Reform
(iii) provide an assurance that the school will spend not less than 10 percent of Title I funds for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that <ul style="list-style-type: none"> I. directly addresses the academic achievement problem that caused the school to be identified for school improvement; II. meets the requirements for professional development activities under section 1119; and III. is provided in a manner that affords increased opportunity for participating in that professional development 	4. Professional Development [Section B, Professional Development]
(iv) specify how the funds described in clause (iii) will be used to remove the school from school improvement status;	4. Professional Development
(v) establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress, meet the State's proficient level of achievement on the State academic assessment not later than 12 years after the end of the 2001-2002 school year;	3. Measurable Objectives 1. Nature of the Planned Reform
(vi) describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;	2. School Improvement Plan Support
(vii) specify the responsibilities of the school, the LEA, and the SEA serving the school under the plan, including the technical assistance to be provided by the LEA;	6. External Technical Assistance Providers [Section B, District (LEA) Support]
(viii) include strategies to promote effective parental involvement in the school;	2. School Improvement Plan Support 7. Parent, Family, and Community Involvement
(ix) incorporate, as appropriate, activities before school, after school, during the summer , and during any extension of the school year; and	1. Nature of the Planned Reform
(x) incorporate a teacher mentoring program .	5. Teacher Mentor Program

10. Comprehensive School Reform (CSR) Components

CSR Components	Where to find it in the SIP (Section C)
(1) employs proven strategies and proven methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools;	2. School Improvement Plan Support Appendix I
(2) integrates a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement and school management, that aligns the school's curriculum, technology, and professional development into a comprehensive school reform plan for schoolwide change designed to enable all students to meet challenging State content and student academic achievement standards and addresses needs identified through a school needs assessment;	Entire School Improvement Plan (all components should be integrated) 1. Nature of the Planned Reform [Section B, Needs Assessment Tools Used and Results]
(3) provides high quality and continuous teacher and staff professional development ;	[Section B, Professional Development] 4. Professional Development
(4) includes measurable goals for student academic achievement and benchmarks for meeting such goals;	[Section B, Action Plan] 3. Measurable Objectives
(5) is supported by teachers, principals, administrators, school personnel staff, and other professional staff;	2. School Improvement Plan Support [Section B, District (LEA) Support]
(6) provides support for teachers, principals, administrators, and other school staff;	6. External Technical Assistance Providers [Section B, District (LEA) Support]
(7) provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities consistent with Section 1118.	7. Parent, Family, and Community Involvement Appendix II Appendix III
(8) uses high quality external technical support and assistance from an entity that has experience and expertise in schoolwide reform and improvement, which may include an institution of higher education;	6. External Technical Assistance Providers [Section B, District (LEA) Support]
(9) includes a plan for the annual evaluation of the implementation of school reforms and the student results achieved;	[Section B, SIP Evaluation]
(10) identifies other resources , including Federal, State, local, and private resources, that shall be used to coordinate services that will support and sustain the comprehensive school reform effort; and	8. Allocation/Reallocation of Resources
(11)(A) has been found, through scientifically based research to significantly improve the academic achievement of students participating in such program as compared to students in schools who have not participated in such program; or (B) has been found to have strong evidence that such program will significantly improve the academic achievement of participating children .	2. School Improvement Plan Support Appendix I